



## Greg Mathis Charter High School

2872 Azalea Drive  
North Charleston, SC

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	97 Students	
<b>Principal</b>	Eleanor H. Hardy	843-557-1611
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>At-Risk</b>	<b>Below Average</b>
2011	At-Risk	Below Average
2010	At-Risk	Below Average
2009	At-Risk	Below Average
2008	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

Excellent	Good	Average	Below Average	At-Risk
0	1	6	1	6

\* Ratings are calculated with data available by 11/14/2012.

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

	Our High School			High Schools with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	11.1%	16.7%	15.4%	57.5%	53.1%	62.2%
Passed 1 subtest (%)	66.7%	66.7%	15.4%	19.3%	25.1%	20.8%
Passed no subtests (%)	22.2%	16.7%	69.2%	26.7%	26.4%	27.3%

**HSAP Passage Rate by Spring 2012**

	Our High School	High Schools with Students Like Ours
Percent	33.3%	67.3%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	60	50	87	77
Number of Graduates in Cohort	13	2	56	48
Rate	21.7%	4.0%	54.4%	49.1%

\*Used to calculate current ESEA/Federal Accountability Grade.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	109	59	100	84
Number of Graduates in Cohort	10	15	62	53
Rate	9.2%	25.4%	50.9%	49.5%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	16.1%	50.7%
English 1	20.7%	46.8%
Biology 1/Applied Biology 2	8.0%	48.0%
US History and the Constitution	0.0%	21.8%
All Tests	12.4%	39.8%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=97)</b>				
Retention rate	4.1%	Down from 7.7%	3.5%	3.0%
Attendance rate	84.4%	Up from 78.5%	94.0%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.2%	Down from 16.9%	2.5%	0.9%
Enrolled in AP/IB programs	3.6%	Up from 0.0%	4.4%	13.4%
Successful on AP/IB exams	N/A	N/A	N/A	50.9%
Eligible for LIFE Scholarship	0.0%	No Change	21.1%	30.1%
Annual dropout rate	35.1%	Down from 40.4%	1.8%	2.3%
Career/technology students in co-curricular organizations	0.0%	No Change	2.5%	2.7%
Enrollment in career/technology courses	39	Down from 43	165	395
Students participating in work-based experiences	0.0%	No Change	0.0%	7.4%
Career/technology students attaining technical skills	25.6%	Down from 44.2%	83.3%	84.0%
Career/technology completers placed	N/A	N/A	96.9%	98.4%
<b>Teachers (n=8)</b>				
Teachers with advanced degrees	25.0%	Down from 33.3%	64.7%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	72.2%	N/A	74.4%	86.6%
Teacher attendance rate	97.6%	Up from 95.8%	95.1%	95.2%
Average teacher salary*	\$33,400	Down 3.4%	\$44,943	\$47,326
Professional development days/teacher	30.8 days	Up from 7.0 days	8.3 days	9.7 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	4.0
Student-teacher ratio in core subjects	24.8 to 1	Up from 23.0 to 1	17.7 to 1	27.1 to 1
Prime instructional time	81.4%	Up from 74.2%	87.4%	89.4%
Dollars spent per pupil**	\$9,779	Up 14.2%	\$13,777	\$7,708
Percent of expenditures for teacher salaries**	34.8%	Down from 37.0%	51.2%	57.1%
Percent of expenditures for instruction**	39.0%	Down from 41.0%	56.4%	59.6%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	89.1%	Down from 100.0%	99.0%	97.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Average

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	6	33.3%	105	12.4%	50	4.0%
<b>Gender</b>						
Male	N/A	N/A	66	12.1%	34	2.9%
Female	N/A	N/A	35	11.4%	16	6.3%
<b>Racial/Ethnic Group</b>						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	105	12.4%	50	4.0%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized meals	N/A	N/A	94	13.8%	36	5.6%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Greg Mathis Charter High School is a Title 1 school that has been awarded the School Improvement Grant beginning in the 2011- 2012 academic year. In spite of the many challenges faced each year, the school continues the implementation of intervention programs and strategies to ensure the success of all students and close the achievement gap.

We focused on building literacy through the implementation of the SRA program doubled with the expansion of learning time for all students. This was facilitated during our supplemental mid day schedule and the after school program. Enhanced numeracy was also addressed through an after school math program. Our school continues to be committed to the accomplishment of successfully breaking the cycle of lack of academic success and college aspirations for all our students. This is evidenced in the point value gain shown on HSAP , EOC and MAP scores.

With our new motto being "Expect Success", our school provided professional development for our teachers to ensure that our students will receive rigorous, engaging, standards based lessons in all subjects. All students also have to fulfill the requirement of completing a cumulative student portfolio which charts their progress, accomplishments and what they have learned and experienced from year to year. Internships, job shadowing, and /or service learning projects are expectations for every student. Our school relies heavily on the newly organized counseling department to track every child and help them actualize their academic and social worth. We have implemented a Blended Curriculum that includes virtual learning as well as 'brick and mortar' instruction to meet the needs of our academically diverse population.

Social and attitudinal change is underway here at Greg Mathis Charter High School. We foster a mutually supportive atmosphere that fosters easy and fluid communication among students, parents, stakeholders and the school. We are not where we need to be at this point, but progress is clearly apparent. Student growth is relative to many disparate factors, and we are steadily making progress one student at a time.

Eleanor H. Hardy, Principal

Nicadra Davis-Street, SIC Coordinator

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	11	6
Percent satisfied with learning environment	100.0%	90.9%	I/S
Percent satisfied with social and physical environment	100.0%	90.9%	I/S
Percent satisfied with school-home relations	50.0%	90.9%	I/S

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>N/A</b>
<b>Overall Grade Conversion</b>	<b>N/A</b>

<b>Index Score</b>	<b>Grade</b>	<b>Description</b>
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Greg Mathis Charter High School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality Data**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	44.7%	0.0%	No

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Two-Year HSAP Trend Data								
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
All Students	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data